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ABSTRACT

This booklet is part of a series of reports on "hot topics" in education. When educators build on informal tutoring processes and create organized processes of tutoring, it can become a powerful tool for learning, whether it is peer tutoring, cross-age tutoring, or parent/volunteer tutoring. Tutoring benefits students, who receive individual instruction tailored to the skills they need to master. It benefits tutors, who have an increased sense of pride, accomplishment, and self-esteem and may develop increased academic mastery themselves. Tutoring can also benefit teachers, who have more time for monitoring the individual student. Seven successful tutoring programs from the northwestern United States, most of which are in urban areas, are described. Suggestions are offered for implementing a program and training the tutors, and some potential pitfalls to avoid in establishing a tutoring program are outlined. (Contains 12 references.) (SLD)

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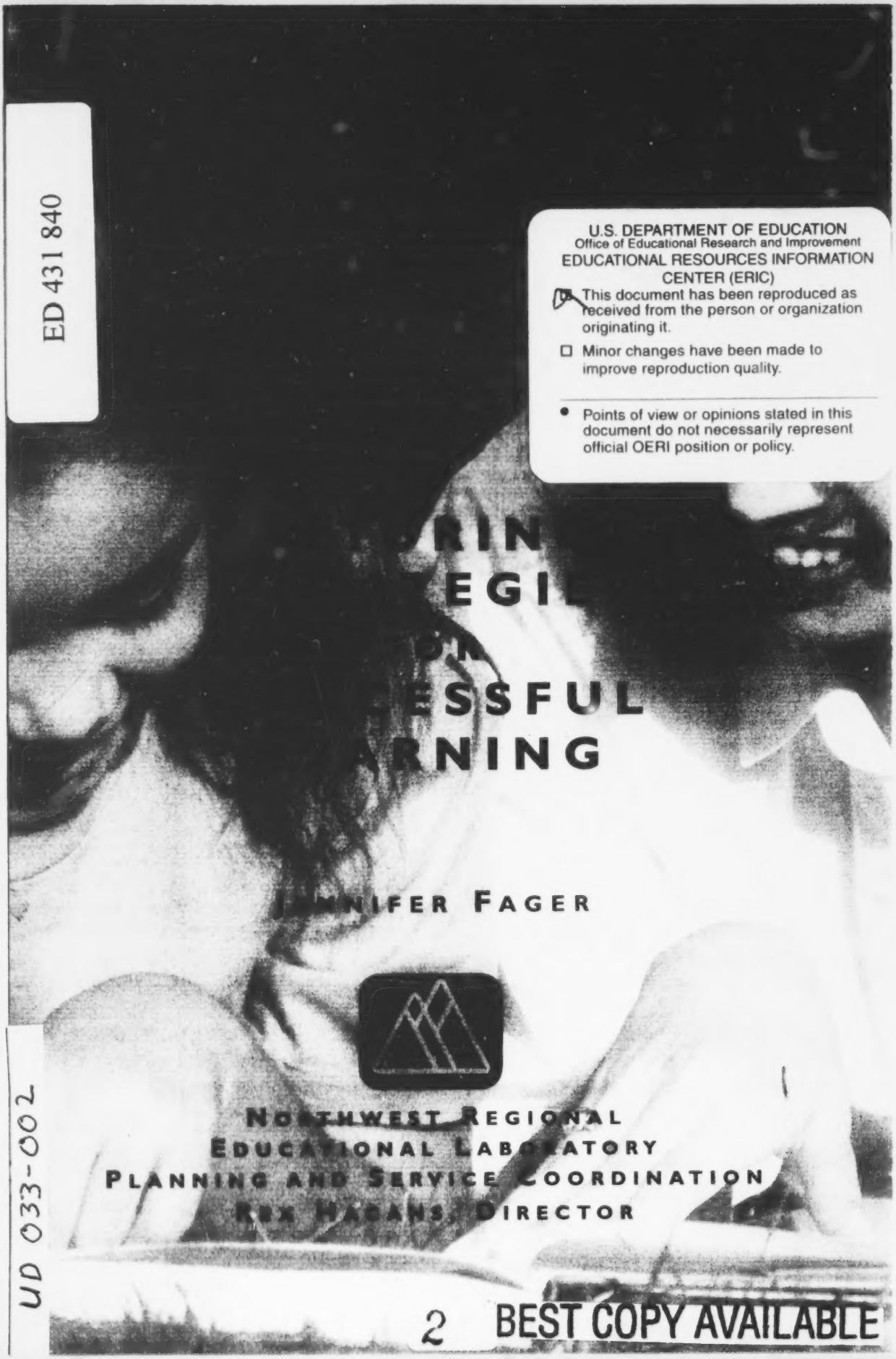

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FOREWORD

This paper is the second in a series of "hot topic" reports produced by the Northwest Regional Educational Laboratory. The series attempts to be a looking glass to specific topics in education, reflecting back to educators the requests they make of the Laboratory. These papers briefly address current educational concerns and issues as indicated by requests for information that come from the Northwest region and beyond. Each paper contains an explanation of the selected topic's relevance, a sampling of how Northwest schools are currently addressing the issue, suggestions for adapting these ideas to schools, selected references, and contact information.

One objective of the series is to foster a sense of community and connection among educators. Another objective is to increase awareness of current education-related themes and concerns. The papers will give practitioners a glimpse of how fellow educators are addressing issues, overcoming obstacles, and celebrating success in specific areas. The series' goal ultimately, is to give educators current, reliable, and most importantly, useful information on topics that are important to them.

INTRODUCTION

At one time or another most everyone has been involved with tutoring, though the experience may not have been part of an organized tutoring program. It is more likely that it consisted of one person informally giving instruction or assistance to another. This happens almost naturally with children in school settings whether or not they have been instructed to tutor. A common scenario might unfold like the following.

> *One child sighs in frustration as he attempts a challenging math problem. He can't seem to figure it out and looks to the group member next to him. She leans over to see if she can help. She takes him through the problem step by step, until it "clicks" and he's off and running on his own. Once he seems to get it, she only checks occasionally to make sure he is doing all right.*

It is a scene that is repeated thousands of times each day in schools around the country: kids helping each other out. When educators build upon this, refine it, and mold it into an organized process, it becomes a powerful learning tool for all involved.

MAKING THE DISTINCTIONS

It is important to note the differences between three types of tutoring. They are peer tutoring, cross-age tutoring, and parent/adult volunteer tutoring. Peer tutoring can be defined as a one-on-one teaching process in which the tutor is of the same general age, grade, or academic status as the tutee (Gaustad, 1992). When the tutor is an older student, cross-age tutoring is the appropriate term to use. (It is important to note that some publications make no distinctions between peer and cross-age tutoring. Instead, they use peer tutoring as an umbrella term encompassing both.) The third type of tutoring is parent/volunteer tutoring, where adults outside the school tutor students.

Each type of tutoring has attributes specific to it. These include:

PEER TUTORING

- Avoids disruptions in schedules that other forms cannot avoid. It is contained within one class with one group of children (Rekrut, 1994).
- Provides tutors and tutees with a similar language. They are closer in knowledge and status than are students and teachers. Generally both children feel freer to express their opinions and take risks (Kalkowski, 1995; Gaustad, 1992).
- Is cost effective.

CROSS-AGE TUTORING

- Takes advantage of the higher status inherent in the age difference, while still retaining many of the benefits of peer tutoring (Gaustad, 1992).
- Can increase tutee's self-esteem as a result of having an older, higher-status friend (Topping, 1988).

- Prevents feelings of inferiority that children may experience if they are the tutee of a same-age peer (Gaustad, 1992).

Parent/Volunteer Tutoring

- Puts parents and other community members in touch with the school.
- Creates advocates for the school and the tutoring process in general.
- Reduces distractions—adult-student pairs generally do not get as distracted as student-student pairs, thus creating less of a need for teacher supervision.

What Are the Benefits of Tutoring Programs?

There are numerous benefits associated with tutoring. As with any other school program, it is important to note that no two tutoring programs are the same. Student, school, and community dynamics all contribute to the uniqueness of any given program. Also, the scope of tutoring can vary widely from school to school. Given these differences, there are common benefits that result from tutoring in nearly any setting. The following lists detail benefits of tutoring in general, as well as benefits to the tutees, the tutors, and the teachers.

In General, Tutoring

- Increases mastery of academic skills (Miller, Kohler, Ezell, Hoel, & Strain, 1993; Kalkowski, 1995; Martino, 1993; Topping, 1988).
- Improves self-esteem and self-confidence (Rekrut, 1994; Kalkowski, 1995; Gaustad, 1992).
- Improves students' attitudes toward school: reduces dropout rates, truancies, and tardies (Kalkowski, 1995; Cotton, 1989; Martino, 1993).
- Breaks down social barriers and creates new friendships (Miller et al., 1993; Kalkowski, 1995; Cotton, 1989).
- Provides emotional support and positive role models (Martino, 1993).

The Tutees Receive

- Individual instruction—lessons are tailored to individual students' learning styles and levels of understanding (Martino, 1993; Gaustad, 1992; Topping, 1988).
- Instruction free of competition—students progress at their own pace (Gaustad, 1992; Topping, 1988).
- Private instruction, apart from whole class instruction (Gaustad, 1992; Topping, 1988).
- Increased praise, feedback, and encouragement over what they might receive from one teacher (Topping, 1988).
- Closer monitoring (from the teacher and tutor) that maximizes time on task (Topping, 1988).
- Skills demonstrated instead of just verbalized (Topping, 1988).
- Companionship (Topping, 1988; Martino, 1993; Miller et al., 1993; Kalkowski, 1995; Cotton, 1989).

The Tutors Receive

- A sense of pride and accomplishment for having helped someone else (Lancy & Nattiv, 1992; Gaustad, 1992; Topping, 1988).
- Increased academic mastery (Rekrut, 1994; Gaustad, 1992).
- A greater sense of dedication to their own instruction, so they can effectively transmit it to the tutee (Gaustad, 1992).
- Increased self-esteem, confidence, and sense of adequacy as a result of being named a tutor (Gaustad, 1992; Rekrut, 1994; Topping, 1988).

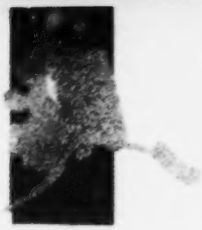
- A new or increased sense of responsibility and awareness for what teachers must do to transmit knowledge to students (Gaustad, 1992; Topping, 1988).
- Empathy for tutees for whom learning may be much more of a struggle (Rekrut, 1994).

The Teachers Receive

- Reduced time spent on repetitive work, allowing them to carry out more technical and professional tasks (Topping, 1988).
- Increased personal monitoring of individual student progress over the monitoring they must provide during whole class instruction (Topping, 1988).
- Personal gratification in seeing the rewards reaped by both tutor and tutee (Cotton, 1989).
- Improved skills as they perform monitoring, counseling, evaluation, and record keeping functions in conjunction with the program (Cotton, 1989).

THE NORTHWEST SAMPLER

Several tutoring programs in the five Northwest states of Alaska, Idaho, Montana, Oregon, and Washington are described in the following pages. These programs are just a few of the many excellent ones found in the region and throughout the country. The programs vary widely in scope. Some have been in existence for several years, while others are fledgling efforts. Included for each site is location and contact information, observed outcomes as a result of the tutoring, a description of the program, and tips directly from these selected educators for others looking to implement tutoring projects in their schools.



ALASKA

PROGRAM LOCATION

Finger Lake Elementary School
690 Cope Industrial Way
Palmer, AK 99645

CONTACT

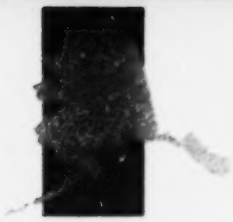
Nancy Norman, Teacher
Phone: 907/746-4060
Fax: 907/746-4061

PROGRAM DESCRIPTION

Tutoring is an integral part of each day for the kindergartners, first- and second-graders in Nancy Norman's multiage class at Finger Lake Elementary School. Arranged in cooperative groups, the children naturally help one another, but there also are planned activities that require peer and cross-age tutoring. Examples of these activities include:

- During the writing of weekly journals to parents, older children who tend to have mastered literacy skills are scribes for younger students still acquiring the necessary skill to print thoughts on paper.
- Students take turns reading to one another and discussing the content of text.
- Fifth-grade students come to the classroom and act as group leaders during science investigations.

Parent coaching is another aspect of tutoring that is emphasized in Norman's class. She provides parent workshops that offer insights into how children learn and how parents can best assist



their youngsters at home in subjects such as math, science, and reading. The children are present at these workshops and actually lead their parents through the process while Norman acts as facilitator.

Parents are also welcomed as volunteer tutors in the classroom. At the beginning of the year, Norman invites parents to become involved in the classroom. Upon making a commitment, parents are trained one-on-one by Norman in proper tutoring techniques.

Observed Outcomes

- The multiage, cooperative group format lends itself well to tutoring.
- Tutors, either student or adult, enable children to get more one-on-one instruction.
- Tutors learn as they guide or instruct their tutees.

Keys to Success

- Make sure teachers are clear about the education outcome(s) they want in their students. This can help to guide the tutoring process.
- Make expectations clear to both parents and students. Keep them informed.
- Teach each child as an individual.

Program Location

Parents in the School
Muldoon Elementary School
515 Cherry Street
Anchorage, AK 99504

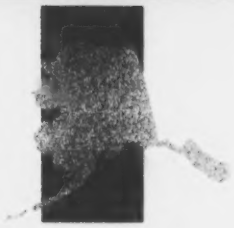
Contact

Virginia Juettner, Principal
Phone: 907/337-9591
Fax: 907/337-8567

Description

Muldoon Elementary School is situated in one of Anchorage's poorer neighborhoods; 60 percent of the students receive free or reduced lunch or are low income. With challenging discipline problems and a need to improve school climate, administration and staff focused on getting parents involved in the school. They wanted parents to have a stake in their children's educations, to feel like welcome partners in the school, and for children to know their parents cared. They also wanted to give parents who needed work experience a chance to be part of the school team.

Their solution has had far reaching effects, deeper than anyone originally anticipated. Using funds from a Goals 2000 (Alaska 2000) grant, the school hired parents to assist teachers on a daily basis. Parents were trained by the program coordinator and placed in classrooms. Working with students one-on-one and performing other related classroom jobs has had a lasting two-pronged effect. First, it has increased the number of adults in each classroom, freeing teachers to focus on issues that might have gone unattended before. It has given students familiarity and respect for other adults, as well as more individual attention. Second, it has given these adults (many of whom have



never had paid work experience) valuable work skills and confidence that they can take with them outside the school. In addition, parents have become intimately acquainted with the school. They are no longer leery of the building they send their kids to each day. In fact, many have become strong advocates for the school and its mission.

On any given day, one can expect to see between 10 and 15 parents in the school. While they are paid for the time they spend, most spend extra hours helping. By choosing to pay parents for their time, the school has created a cadre of parents committed to routinely working with children and assisting in classrooms. The program at Muldoon will be expanded to include before- and after-school tutoring in coming years. Videotapes detailing Muldoon's program are available from the school.

Observed Outcomes

- The climate of the school has improved as a result of the positive interaction between parents and the school.
- Parents feel more welcome in the school and are advocates for the school in the community.
- Students have learned that many adults can be good, helpful people who respect them. They have learned to make distinctions.

Keys to Success

- Designate a coordinator for any parent/volunteer program.
- Provide parents/volunteers with a place they can go—similar to the teachers' lounge—that gives them a break from their duties in the school.
- Have a positive attitude and never underestimate the value of parents in the school.

IDAHO

PROGRAM LOCATION

Farmway Village Project
1101 Cleveland Boulevard
Caldwell, ID 83605

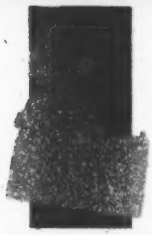
CONTACT

Warren Taylor
Phone: 208/455-3300
Fax: 208/455-3302

DESCRIPTION

Farmway Village, a housing development in Caldwell, Idaho, comprised mainly of Hispanic agricultural workers, is the site of an extensive after-school tutoring program for the community's youth. The program serves children from seven different schools who range in age from five to 18 in the community center at Farmway Village. The young people tap into the tutoring services provided primarily by a network of retired teachers, as well as other adults. The tutors help nearly 60 kids a day with questions and needs relating to homework. The program is coordinated by the district assistant superintendent and a certified teacher who supervises the center each day from 3:30 p.m. to 6:00 p.m. Both are also present every evening to provide community adults with English as a Second Language (ESL) classes.

Since there is no prescribed format for the tutoring sessions, students can guide the direction of instruction based upon their needs. Most tutees are limited-English speakers, and are grateful for the extra one-on-one assistance the program provides.

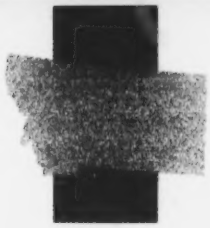


Observed Outcomes

- Parents feel more comfortable and connected to the school system.
- Students participating in the programs feel better about school and themselves.
- The positive attributes of the program create ripple effects for the entire community.

Keys To Success

- Be attentive to the needs of the community you serve. Be flexible and willing to branch out with new programs and services.
- Be consistently available at the times the community needs.
- Be understanding and empathetic to students' experiences and circumstances.



MONTANA

PROGRAM LOCATION

HOSTS (Help One Student To Succeed)
Helena School District
815 Front Street
Helena, MT 59601-3310

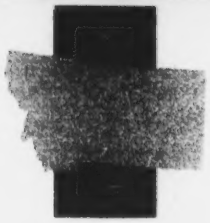
CONTACT

Bonnie Noble, Program Coordinator
Phone: 406/447-8897
Fax: 406/447-8908

PROGRAM DESCRIPTION

HOSTS, available nationally, is a structured mentoring/tutoring program in language arts. It is designed to reinforce classroom instruction and reduce teacher workload, while improving student outcomes and containing costs. HOSTS, which was adopted by the Helena School District seven years ago, has proven to be a vital component not only to children's reading development, but to school-community relations as well. HOSTS does not require additional personnel, but works with existing compensatory staff, improving their efficiency and productivity. The program relies solely upon mentor/tutor volunteers from the community who make commitments to the school and to their tutees. About 479 mentor/tutors were involved in the program during the 1995-96 school year. HOSTS volunteers spent 6,827 hours reading with children.

HOSTS instruction is one-on-one. Student folders containing student learning assignments and activities are prepared by the compensatory teacher in cooperation with the classroom



instructor. The folders act as road maps that guide the mentor/tutor and reinforce the classroom teacher's instruction.

HOSTS is a continuous progress model and operates successfully with any assessments, curriculum, objectives, and philosophies.

For further information about the HOSTS program contact HOSTS at 360/260-1995 or 1/800/833-HOST

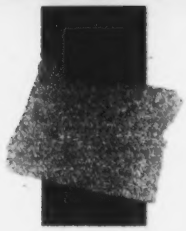
Observed Outcomes

- The HOSTS program has become a model for all schools in the district.
- The community has become involved in the schools.

Keys to Success

Make the community welcome in your schools by following these three steps:

1. Organize the program carefully and proactively.
2. Recognize efforts on the part of both tutors and tutees.
3. Appreciate the commitment and accomplishments of tutors and tutees.



OREGON

PROGRAM LOCATION

Willamette High School Tutoring Program
1801 Echo Hollow Road
Eugene, OR 97402

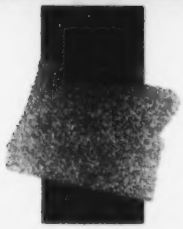
CONTACT

Cassie Malecha, Teacher
Phone: 541/689-0731

DESCRIPTION

Each year, the students in the peer tutoring program at Willamette High School are nominated by staff and students. Nominees fill out applications that are evaluated by tutor coordinators. Staff look for students who are reliable and successful academically (generally "B" students or better). Student tutors are trained for the first six weeks of the semester in tutoring techniques and strategies. They are then placed in a classroom where a teacher has requested the assistance of a tutor for the remainder of the semester. Classes commonly requesting tutors include math, science, and the resource room, but tutors may request or be assigned to other subject areas as well. Tutors work with students on an as-needed basis during class time, depending upon the requests of students and teachers. Students may repeat peer tutoring for credit whenever they have room in their schedules. Peer tutoring is a graded, credited, elective class.

Students from grade nine through 12 may participate as tutors if they have the necessary qualities and skills. Tutors keep a log of their activities and attend monthly tutor meetings with the



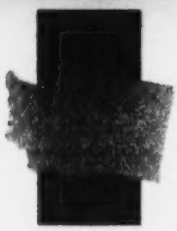
tutor trainer in order to discuss any problems and concerns they may have as they are tutoring.

Observed Outcomes

- Tutees respond well to tutors their age and often feel the tutors are more approachable for help than teachers.
- Tutors gain insights about the difficulties their teachers experience every day. As a result, the tutors often act as "bridges" between staff and students.
- Tutors become aware and more respectful of diversity in their peers.
- Tutors often establish long-lasting relationships with the students they help.

Keys to Success

- Supervise tutors effectively.
- Make tutoring a credited class. This is an added incentive for student participation.
- Ensure the tutor trainer (or coordinator) is a motivated, enthusiastic individual who believes in the tutoring process. The coordinator must be able to communicate the value and importance of the program to students.
- Secure administrative support for the program.



WASHINGTON

PROGRAM LOCATION

Washington Elementary School Peer Tutoring Program
1020 McLean Road
Mount Vernon, WA 98273

CONTACT

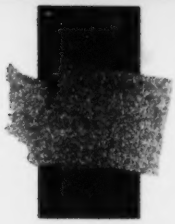
Amy McFeely, Teacher
Phone: 360/428-6122

DESCRIPTION

All fourth-grade students at Washington Elementary School in Vancouver, Washington, are cross-age reading tutors. They work with first- through third-graders in their school for half an hour, four days a week. The fifth day of the week is devoted to tutor training. Their younger tutees are selected through teacher recommendation and can include ESL, special education, and Title I students. Second- and third-grade tutees are tutored in reading materials one week prior to their use in the classroom, while first-grade students are tutored in materials being used concurrently in their classroom. Details of the training, format, and administration of the program follow.

Tutor Training

1. Tutors train for one week prior to beginning the program, for 30-60 minutes per day as scheduling allows.
2. Active listening, partner reading, providing corrections, asking for help, and giving and receiving compliments are systematically taught through the use of "t-charts" and role playing.



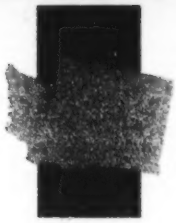
3. The second phase of training focuses on the daily format of vocabulary practice, passage reading, and fluency practice.
4. Ongoing training continues every Friday as needed for additional social skills and teaching skills development.

Daily Format

1. Five minutes on isolated, story-related vocabulary practice.
2. Eighteen to 20 minutes reading in the story text.
3. Fluency practice: three one-minute timed readings in a grade-level text.
4. Each session is ended with a debriefing time when tutors and tutees provide positive feedback to each other. This is also a time when the supervising teachers provide specific feedback to the tutors and tutees.

Program Administration

1. The program runs for four weeks, then takes one week off. The break allows tutors and supervising teachers to maintain individual tutee folders containing story materials for each session of tutoring.
2. Tutor training begins the last week of September. The sessions begin in October and continue through May.
3. Tutors and tutees are paired with careful attention to both academic and social skills and needs. Each pair spends at least four weeks together, but preferably they will remain together for eight to 12 weeks to foster development of strong working relationships and friendships. Some pairs choose to be together for the entire year.
4. Modifications are made to accommodate children with differing needs.



Observed Outcomes

- The good peer relationships fostered in the tutoring program spill over and create a peaceful school and playground.
- Students learn or improve their social skills and communication skills as a result of the tutoring program.
- Students on both the giving and receiving end of tutoring experience an improvement in their academic outcomes.

Keys to Success

- Begin with a small number of students.
- Create a highly structured daily format so tutors are never uncertain of what they will teach.
- Use materials that will be taught in the regular classroom curriculum.
- Tutor for a minimum of three days per week, 20-30 minutes per day.
- Continually provide positive feedback to tutors and tutees.
- Create a measurement system to monitor students' progress.

Program Location

Sunset Elementary School
12824 West 12th, PO Box 1869
Airway Heights, WA 99001

Contact

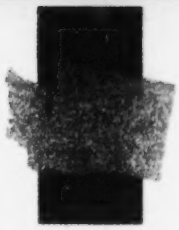
Dave West
Phone: 509/244-3647
Fax: 509/244-0906

Program Description

A grant from the Office of the Superintendent of Public Instruction and Learn & Serve America gave wings to a math tutoring program at Sunset Elementary. The goal of the grant was to involve the community, businesses, and parents in support of the school. To achieve this, Sunset recruited close to 30 adult volunteers to deliver after-school instruction to students. Volunteer tutors were asked to make a commitment to work with students for the duration of the school year. The program facilitator trained tutors in teaching strategies, handling difficult situations, consistency in instruction, enforcing rules, and knowing what and what not to say. Tutees were identified through teacher and parent referrals.

Teachers helped plan the program. This allowed staff to have some ownership of the program without making a big time commitment in their already busy schedules.

Tutoring sessions were conducted for an hour and a half, two days a week at the school. Between 40 and 60 children received extra attention to their math skills each day. Snacks were provided. Students participated in building activities including, "Make it; Take it" math games. Once they made these games in



the tutoring session they could take them home to share with their families.

An advisory team met monthly to ensure the tutoring program went smoothly and effectively.

Observed Outcomes

- The overall school climate improved.
- Kids who were struggling prior to tutoring improved their math skills as a result of the program.
- Tutees appeared to have better standing with their peers.
- Tutees experienced success.
- Tutees realized that they weren't the only ones who had math difficulties.

Keys to Success

- Get district financial support if the program will not be supported with a grant.
- Do not let finances deter you from implementing a program.
- Organize an advisory team to oversee the program.
- Get the rest of the staff involved.
- Make sure volunteers feel appreciated and are encouraged. They need to know they are worthwhile and are doing a good job.
- Keep close tabs on your budget.

Implementing A Program: What Does It Take?

No school or organization implements a tutoring program the same way. However, there does seem to be consensus about items that need to be tended to, and considerations that need to be made. Following is a listing of suggested steps to take in organizing a tutoring program. (The degree to which these steps are followed will depend upon the size and scope of the program.)

1. Consider what your objectives are:
   - What is your target age group?
   - What subject area(s) will you focus on?
   - Is academic improvement your main goal, or will you also focus on self-esteem and student attitudes (Miller et al., 1993; Gaustad, 1992)?
2. Designate someone to coordinate the tutoring program. This person may be an employee of the school who volunteers, or it may be someone hired specifically for this position. It is important to remember that this will be a demanding, even exhausting job at times, but its rewards will far outweigh any demands (Cotton, 1989; Lancy & Nattiv, 1992).
3. Get the support of school staff and administration; without this, the program will likely never get off the ground (Lancy & Nattiv, 1992; Martino, 1993).
4. Assess what human, physical, time, and financial resources are available, and make decisions accordingly (Gaustad, 1992).

5. Outline program goals, policies, and procedures in a letter to parents. Have them sign a permission slip if their child has been selected to participate in the program in any capacity. It might also be a good idea to have an informational meeting for parents or community members. The bottom line is to openly communicate with the public (Lancy & Nattiv, 1992; Martino, 1993; Gaustad, 1992; Topping, 1988).

6. Establish a plan for evaluating the successfulness of the program. Ideas for evaluation include (Miller et al., 1993; Gaustad, 1992; Topping, 1988):

   - Comparisons with a control group
   - Academic assessment
   - Measurement of social gains

7. Carefully identify tutors and tutees (Gaustad, 1992; Ellery, 1995). Again, base these decisions on the original goals of the program. All students can play the part of tutor or tutee. (Ellery, 1995; Rekrut, 1994). Some suggestions for identification of each are:

   Tutors

   - Recruit tutors by advertising or with informational meetings for those interested. Ask teachers and other students to nominate those individuals who have promising tutor skills (Morris, 1990).
   - Persuade potential tutors by identifying possible incentives, either intrinsic (the knowledge that they will make a difference in someone else's life) or extrinsic (school credit for participating as a tutor).
   - Tutors should be competent in the subject(s) they tutor (Ellery, 1995; Morris, 1990; Martino, 1993; Gaustad, 1992).

- Look for qualities that include: willingness, patience, dedication, assertiveness, and the ability to lead and instruct. Academic success alone does not make a tutor successful (Cotton, 1989; Gaustad, 1992)

Tutees

- Select students who have demonstrated need in the specified subject, and who may have difficulty learning in a whole group setting. However, avoid students with severe behavior or attendance problems while establishing the program (Martino, 1993).
- Choose tutees that are able to accept, respect, and not be threatened by instruction delivered from a peer or an "uncertified" adult.

8. Train tutors (this step will be covered in detail in a following section) (Kalkowski, 1995; Rekrut, 1994; Miller et al., 1993; Lancy & Nattiv, 1992; Cotton, 1989; Martino, 1993; Gaustad, 1992; Topping, 1988).
9. Pair tutors and tutees. Some studies suggest that same-sex partners are preferable, but this is not a must (Rekrut, 1994). Above all, try to pair partners whose personalities complement one another and who seem to work well together. Allow for changes if it appears that the partners are not getting along (Gaustad, 1992).
10. Make provisions for substitute tutors in the event of absences or tutors who withdraw from the program (Topping, 1988).
11. Provide ongoing support for tutors and staff involved (Gaustad, 1992).
12. Generally, schedule tutoring to take place three times a week, for 15-30 minutes each session, at eight to 10 week intervals (Gaustad, 1992; Topping, 1988).

13. Evaluate the success of the program (Miller et al., 1993; Gaustad, 1992; Topping, 1988).

14. Above all, start small and expand the program gradually. Concentrate on creating an environment where tutors feel free to ask questions and voice their concerns, and where tutees feel comfortable and successful (Cotton, 1989; Martino, 1993; Gaustad, 1992; Topping, 1988).

Training Tutors

It is critical that tutors, whether they are fourth-graders or 40-year-olds, be properly trained. Do not assume that because they are honor students or adults, that they are effective instructors. Without training, they will rely on personal experiences. While this may not necessarily be bad, it is possible that they could resort to damaging practices such as threats, put-downs, or guilt (Gaustad, 1992). Effective tutor training should include, but not be limited to the following steps:

1. Give tutors an overview of program structure, procedures, and goals (Topping, 1988).
2. Familiarize them with curriculum.
3. Assess tutors' skills and comprehension before assigning them to a tutee. It is important that tutors have mastered the material enough to effectively teach it (Gaustad, 1992).
4. Give tutors background information about their tutees, but be careful not to disclose unnecessary personal information (Topping, 1988).
5. Model instructional techniques you would like tutors to emulate, emphasizing interpersonal, management, and content skills. After this, switch roles with them and give them a chance to practice these techniques with your supervision (Rekrut, 1994; Topping, 1988).
6. Teach tutors to recognize the appropriate time to demonstrate skills to tutees, and the right time to provide tutees with feedback (Topping, 1988; Ellery, 1995; Kalkowski, 1995; Cotton, 1989).
7. Make sure tutors are able to recognize areas where their tutees needs extra help (Topping, 1988).

8. Convey to tutors how valuable praise, encouragement, feedback, and reinforcement are to the success of the tutee (Ellery, 1995; Cotton, 1989; Topping, 1988).

9. Ensure tutors are trained in a specific error correction procedure. It should be quick, simple, consistently applied, and nonstressful for both tutor and tutee (Topping, 1988).

10. Train tutors to keep accurate records, as this is used in the assessment of the tutee and the evaluation of the program overall (Cotton, 1989; Topping, 1988).

11. Provide tutors with ongoing monitoring and supervision throughout the course of their tutoring experience (Morris, 1990; Topping, 1988).

12. Make sure tutors know who to talk to when they have any questions or concerns (Topping, 1988).

13. Give the tutors encouragement and praise. They need to know that they are doing a good job.

Potential Pitfalls—What to Watch For

To keep the program running smoothly, keep an eye out for these potential problems:

- Keep the noise level to a minimum. Classrooms full of tutoring pairs have the potential to become very noisy, thus becoming ineffective (Topping, 1988).
- Monitor tutoring techniques. Tutors should use effective instructional strategies (Topping, 1988).
- Watch for tutors that are bossy or authoritarian—this is not what tutees need (Topping, 1988).
- Keep the program engaging and exciting for both tutors and tutees (Topping, 1988).
- Watch for bad tutor/tutee relationships (Topping, 1988).
- Avoid interfering with other school classes or activities (Topping, 1988).
- Make sure you keep parents and community members apprised of school activities. Those who are uninformed may misunderstand the intentions or activities of the program (Topping, 1988).
- Use tutoring to supplement instruction conducted by a competent teacher, not as a substitute for what the teacher doesn't have time to do.

Everyday Stuff— Daily Implementation

Once the program is off and running, the work has only just begun. The everyday functioning of the program requires careful planning and organization. Remember that tutors aren't responsible for lesson planning, scheduling, monitoring, or evaluation (Morris, 1990). These tasks fall to the program coordinator(s). Following are some helpful hints to keeping the whole thing rolling:

- Conduct regular meetings between tutors and coordinators as a way of keeping in touch and informed of developments in the program. This is also a time for tutors to receive further training as needed (Topping, 1988).
- Communicate regularly with school staff and parents/community members. Tap into both groups' skills. Teachers can assist with lesson plans and instructional suggestions. Parents and community members can help to provide program materials, and act as ambassadors to the rest of the community on behalf of the program.
- Strive to create a warm, relaxed, and noncompetitive environment for tutoring pairs to work in (Gaustad, 1992).
- Remember that tutoring can be scheduled during class time, recess, or before or after school. It is generally felt, however, that the most successful time period is during class. This ensures all students will be present and that less scheduling conflicts will exist (Topping, 1988).
- Monitor the tutoring sessions and the program overall. Stop potential problems from becoming actual problems.
- Make sure to positively reinforce the work of tutors.

Conclusions

One of the better aspects of human nature is our capacity and willingness to help each other. Tutoring takes this and builds upon it, making it not only an instrument for building positive interpersonal relationships, but also an extremely flexible, cost-effective learning tool by which children on both sides of the equation (tutors and tutees) can flourish. Almost any subject can be used in a tutoring context, and students and adults of all ages can be participants (Rekrut, 1994). While it may take a good deal of organization and planning to successfully implement a tutoring program, the benefits will likely outshine these efforts, making it a worthwhile endeavor for teachers and students alike.

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